U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Jason Cameron

Official School Name: Woodbridge Elementary School

School Mailing Address:
PO Box 2007; 400 Governors Ave
Greenwood, DE 19950-2007

County: Sussex State School Code Number*: 0776

Telephone: (302) 349-4539 Fax: (302) 349-1413

Web site/URL: http://www.wsd.k12.de.us/wes/wes.HTM E-mail: jason.cameron@wsd.k12.de.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Kevin Carson

District Name: Woodbridge School District Tel: (302) 337-7990

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mike Breeding

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
1	Middle/Junior high schools
1	High schools
	K-12 schools
3	**TOTAL**

2. District Per Pupil Expenditure: 12167

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[X] Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	22	9	31	**6**			0
K	78	71	149	**7**			0
1	84	72	156	**8**			0
2	88	86	174	**9**			0
3	101	71	172	**10**			0
4	87	78	165	**11**			0
5			0	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					847

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian
28	% Black or African American
17	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
53	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 25 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	104
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	98
(3)	Total of all transferred students [sum of rows (1) and (2)].	202
(4)	Total number of students in the school as of October 1.	810
(5)	Total transferred students in row (3) divided by total students in row (4).	0.249
(6)	Amount in row (5) multiplied by 100.	24.938

8. Limited English proficient students in the school: 13 %

Total number limited English proficient 108

Number of languages represented: 4

Specify languages:

Arabic, Gujarati, Spanish, and Vietnamese

9. Students eligible for free/reduced-priced meals: 78 %

Total number students who qualify: 661

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 66

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	47	Specific Learning Disability
1	Emotional Disturbance	0	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	9	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	58	0
Special resource teachers/specialists	10	0
Paraprofessionals	23	0
Support staff	13	0
Total number	107	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **15 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	94%	94%	94%	94%
Daily teacher attendance	92%	92%	94%	95%	94%
Teacher turnover rate	4%	4%	5%	8%	8%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

Student Attendance: We just miss the 95% mark each of the past five school years. We are consistently at 94% each of the last five school years.

Daily Teacher Attendence: During the 2007-2008 and 2008-2009 we had 14 maternity leave situations and an increase in professional development days.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Our mission statement is: "The staff and community of Woodbridge Elementary School (WES) believe that every child is a unique and special individual who can learn." We have the responsibility to nurture and develop every child's potential- academically, physically, socially, and emotionally. We assist the students in making self-directed, realistic, and responsible decisions when solving problems that may confront them in our multicultural, ever-changing world.

We are a Reading First School and a Positive Behavior Support (PBS) School, pre-K-4th grade. Student success is our number one priority. Our teachers align content with the state standards, integrate curriculum and implement arts-infused activities. In addition to targeted instruction, our efforts are placed on positive reinforcement through Honor Roll assemblies, school wide recognition announcements, and the PBS Hall of Fame. WES has been a Superior School for the state of Delaware in 2006, 2008 and 2009. This year we were named a Title I Distinguished School.

Our curriculum for reading is Houghton-Mifflin used under the scope of Reading First. We have adapted the curriculum for our needs. This year we have a huge focus on vocabulary instruction. In addition we have added several pieces of non-fiction as connected text for our reading program.

The mathematics program has, at its core, Math Expressions from Houghton Mifflin. Mathematics is delivered in a consistent 60 minute time block per day. During "Math Talk" students are asked questions by their peers about different aspects of how they solved problems, to help solidify mathematical concepts. The program also has a strong differentiated instruction component, which is used by teachers in the instructional program and by interventionists who delivers extra assistance to struggling learners.

We assess in reading and math after each theme, unit or chapter. Each assessment is reviewed with the students so they can learn from what they answered correctly as well as what they missed.

Woodbridge School District is a member of the Science Coalition for Delaware, a highly regarded program that has, at its base, 3-4 Science "Kits" per year. Some topics taught through the kits include Senses, Trees, Balance and Motion, Solids and Liquids, Weather and Me, Earth Materials, Butterflies, and Electric Circuits. The science concepts build on each other as the years progress. Our Social Studies program social studies program incorporates Economics, Geography, History, and Civics.

Our instruction is more teacher-guided than teacher-delivered. Student-to-student communication is the expectation in every class. In all subjects, we focus on working cooperatively.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The DPAS, Delaware's state assessment system, has five performance levels for the third and fourth grades. They are well below the standard (1), below the standard (2), meets the standard (3), above the standard (4), and distinguished (5). In grade 2, students only receive a 2, 3, or 4. It should be noted that due to a change in state testing (only grade 3 was tested every year before the 2005-2006 school year), only 4 years of historical data are available in grades 2 and 4. Previous to that, there was no "off-grade" testing. All percentages reported are students scoring a minimum of a "3," or "meets the standard."

The test, for both Math and Reading, are a combination of multiple choice and constructed response questions. The multiple-choice questions are scored by machine. The written responses to open-ended questions are scored by human scorers, or readers, who are hired by the testing contractor.

In grade 2, overall gains were realized in Reading (73% meeting or exceeding the standards in 2005-2006, to 83% in 2008-2009) and Mathematics (86% meeting or exceeding the standards in 2005-2006, to 93% in 2008-2009). All subgroups reported gains in Reading, as African-American students improved from 58% meeting or exceeding the standards to 73%, Hispanic students went from 72% to 79%, and Socioeconomically Disadvantaged students improved from 68% to 78% meeting or exceeding standards. All subgroups also reported gains in Mathematics, as African Americans went from 78% meeting or exceeding standards to 88%, students who were Socioeconomically Disadvantaged went from 83%-91% meeting or exceeding standards, and Hispanic students went from 91% to 92% meeting or exceeding standards.

Grade 3 was the only grade level tested all five years. Over that time, overall gains were realized in Reading (73% meeting or exceeding the standards in 2004-2005, to 88% in 2008-2009) and Mathematics (65% meeting or exceeding the standards in 2004-2005, to 88% in 2008-2009). All subgroups reported gains in Reading, as African-American students improved from 63% meeting or exceeding the standards to 76%, Hispanic students went from 68% to 95%, and Socioeconomically Disadvantaged students improved from 70% to 85% meeting or exceeding standards. Much like second grade, all subgroups also reported gains in Mathematics, as African Americans went from 57% meeting or exceeding standards to 79%, students who were Socioeconomically Disadvantaged went from 64%-86% meeting or exceeding standards, and Hispanic students went from 67% to 90% meeting or exceeding standards.

Grade 4, like grade 2, only has four years of historical data. Over that time, gains were realized in Reading (77% meeting or exceeding the standards in 2005-2006, to 89% in 2008-2009) and Mathematics (66% meeting or exceeding the standards in 2005-2006, to 84% in 2008-2009). All subgroups reported gains in Reading, as African-American students improved slightly from 73% meeting or exceeding the standards to 76%, Hispanic students went from 70% to 90%, and Socioeconomically Disadvantaged students improved from 75% to 84% meeting or exceeding standards. All subgroups also reported gains in Mathematics, as African Americans went from 55% meeting or exceeding standards to 70%, students who were Socioeconomically Disadvantaged went from 64%-77% meeting or exceeding standards, and Hispanic students went from 65% to 90% meeting or exceeding standards.

While the achievement gap has improved with regards to Hispanic students (who often exceed the group composite score) and socioeconomically disadvantaged, who in most cases match or exceed the growth shown over the history of the test, African Americans are still showing the most difficulty meeting or exceeding the standard. In almost all cases, except for second grade, the growth of the entire population exceeds the amount of growth for African Americans. While it is obvious that improvements have been realized, it is equally obvious that more work must be done to serve the African American population.

For more detailed information regarding the DSTP, follow the following link:

http://www.doe.k12.de.us/aab/

2. **Using Assessment Results:**

First and foremost, our student testing system, the DSTP, provides us with feedback on the students' scores. The results are accompanied by a student needs summary, which provides both group and individual feedback for our teachers and administration to use for instructional purposes. Concepts and skills for which the group exhibited deficiencies are analyzed by grade level teams and the appropriate specialists/coaches. Once deficiencies are reviewed, the teachers modify the curricula to address those needs for the following year. This revision process is ongoing, and driven by the input of the teachers who are administering the changes in curricula.

Students who also score at the lowest levels of the DSTP are also targeted for additional interventions for the following year. These interventions are targeted to the students' individual needs as determined by the reports.

Additional assessment data is used extensively in Reading and Math at Woodbridge Elementary School throughout the year. For Reading, DIBELS are used extensively to monitor student progress. Each student is given the formative assessment based on their individual needs, with students who are "at-risk" receiving the assessment every two weeks. The student who are "low-risk" are given the DIBELS each month, and those students "on-level" are given it three times annually. The data from the DIBELS assessment is used continually, and determines small group placement during the 60 minutes of small group time. In addition, the DIBELS, along with subsequent diagnostic testing given by any of our highly-trained interventionists once they are identified by the assessment as "at-risk", also determines student placement in any number of our various interventions.

Math unit tests are also used to determine student placement in our mathematics intervention program. The assessments are analyzed on an ongoing basis by the teachers after they are administered, who then recommend students for extra time in mathematics interventions.

3. **Communicating Assessment Results:**

Student performance is communicated to the parents, students, and the community in numerous ways throughout the year. First, our district newsletter, *The Raider Review*, is distributed quarterly to every resident in the district. Among other items, scores and highlights from our testing results are shown in the pages of the *Review*. This acts as a companion piece to the state-published scores, which are placed annually in the state's two most widely distributed newspapers. The newspaper ranks schools and districts throughout the state on test scores from the math and reading portions of the DSTP testing that occurs in March of every year. Furthermore, each year, comments clarifying the scores from district administrators are also printed in the local newspaper, the *Seaford Leader*.

Parents are also given their students' individual DIBELS scores to show progress when report cards are distributed. They are, throughout the year, informed of their child's small group placement based on the DIBELS. The parents are also given their student's individual DSTP scores. The district has them sent to each individual home to ensure the parents receive them. These scores are accompanied by an explanation of what the scores mean for their child's progress, and for what skills their children are deficient. If a student, as a result of the scores, needs further extra time interventions, either during the year or in the summer, it is noted on documents sent with the final report card for the parents.

The community is informed of our progress on the state test during our annual Title I dinner in October. Present at the dinner are approximately 100 of the district's leading community members, including

business leaders, politicians, and other concerned and active citizens. Each year, before meeting with the various assigned committees, the keynote speech is a "State of the Schools" given by the Superintendent, Dr. Kevin Carson. During the speech, student performance is reviewed, along with the subsequent actions the district is taking to further improve the performance of our students.

4. **Sharing Success:**

The advantage of living in the small and excellent state of Delaware is the closeness of the educational community. Small schools like Woodbridge Elementary are constantly in contact with other schools that serve similar populations with similar resources. In the past, we have had several districts inquire about our practices. This information sharing occurs at both the school and district level, and has included site visits by state educational institutions. This practice is not new to us, as we have also benefitted from visiting other schools for our own purposes of improving instruction.

Reading professional development activities through the state's Reading First program has been an excellent opportunity to share successful examples of program implementation. The professional development allows for regular sharing of excellent instructional practices, and each district is able to regularly benefit from the experiences of others. Often, time is set aside for specifically the purpose of information sharing.

At the state level, each month there are Science, Math, and Social Studies Coalition meetings. These meetings are regularly attended by Curriculum Directors and Supervisors. Meetings are informational and problem-solving in nature, and contain opportunities for districts to talk of their successes and even those programs that have not worked as well as desired. Through this venue, we have shared several of our successful instructional practices in all subject areas.

There is certainly evidence of our active sharing, as recently, the principal of Woodbridge Elementary presented at the National Title I conference in Washington D.C. The presentation was on the implementation of the R.A.R.E. response initiative. If the school was awarded Blue Ribbon status, we would continue the practice of sharing our effective practices and curricula with other districts, as there is always an open invitation for other educators to come and see the school's successful operational practices.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

First, it should be stated that all of our programs are aligned with the state of Delaware's content standards. Over the past three years, each school in Delaware has been required to prove alignment in the following areas: Language Arts, Mathematics, Social Studies, Science, Performing Arts (Art and Music at Woodbridge Elementary), Physical Education, and Health. The rigorous alignment process was met with a strong response from the teachers at Woodbridge Elementary, and the result was that the school was found to be in alignment for each of the areas required for compliance.

The Reading program at WES is based on the principles of Reading First. Our core text is Houghton Mifflin Reading, and that is supplemented with numerous read-alouds, leveled readers, and non-fiction texts. The program is structured to engage students in 90 minutes of daily instruction, of which 30 minutes is dedicated to whole-group instruction and 60 minutes is a block of time allocated to small group instruction according to individual students' needs. In addition, the struggling learners are given additional targeted intervention time if they are identified through the formative assessments we have in place.

The Mathematics program has, at its core, Math Expressions from Houghton Mifflin. The text is delivered in a consistent 60 minute time block per day, and is marketed as an effective blend of the traditional and reform approaches to learning Mathematics. The program incorporated a heavy dose of what the text refers to as "Math Talk." During the "Math Talk," students are asked questions by their peers repeatedly about different aspects of how they solved the problems given. Math Talk" is designed to solidify mathematical concepts in students' minds as they explain them to their peers. The program also has a strong differentiated instruction component, which is used by both teachers in the instructional program and by interventionist who deliver extra assistance to struggling learners.

Woodbridge School District is a member of the Science Coalition for Delaware, which is a highly regarded program that has, at its base, 3-4 Science "Kits" per year. Each teacher is fully trained in kit instruction by the state of Delaware, and the kits themselves are delivered by the state to the school at the appropriate times throughout the year, so that the materials are constantly stocked and ready for instruction. Furthermore, included with the kits are high quality formative and summative assessments which were developed over time by the State of Delaware. An example of some of the kits taught are Senses, Trees, Balance and Motion, Solids and Liquids, Weather and Me, Earth Materials, Butterflies, and Electric Circuits. The concepts of the kits build on each other as the years progress.

Our Social Studies program has closely followed the state initiatives, and our teachers have piloted several of the states units, including *Participating in a Group*, Writing the Story of the Past, and Places. Our social studies program incorporates Economics, Geography, History, and Civics.

In our music program, students concentrate on meeting state standards throughout the year. They are engaged in activities to help them discover pitch, melody, musical patterns, sing expressively, sing with musical accompaniment, and even improvisation. It is an atmosphere of active, engaging learning.

In our art program, the teachers have them meeting state standards by engaging them in fun activities that expose students to principles of design, different forms and uses of media, and how art can be used as a means to communicate ideas and themes.

Our Physical Education and Health courses use various programs, such as CATCH and RISK Watch to provide students with the necessary information be safe, healthy, and to encourage students to be "Fit for

Life." The CATCH program provides various instructional activities for the students to develop their fine motor skills and hand-eye coordination through non-competitive, active physical activities. In addition to "CATCH" units, the state has provided teachers with training and access to numerous other activities through the state website.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Woodbridge Elementary School has been a Reading First school since 2005. Since that time, our teachers have been devoted to student development in phonics, phonemic awareness, fluency, vocabulary, and comprehension. We were awarded the grant due to our low achievement scores on the state assessment, the DSTP, as well as our high level of poverty. Since the outset of the program, our teachers have worked together to fully implement the program, with Houghton Mifflin Reading as a core, and the result has been not only a revamped Reading program, but one that has shown great success.

In accordance with the program, the school schedule allows for 30 minutes of whole group instruction and 60 minutes of small group instruction per day. Small group instruction consists of targeted, differentiated instruction that meets the specific needs of students. Teachers plan together to create meaningful, explicit direct instruction for their children, as well as creating differentiated independent centers to further target students' needs. In addition, several students, who show deficiencies in a given area on the DIBELS test, are given an additional 30 minutes of intervention time per day. Simply put, student gains occur and persist through the targeted instruction we provide to all of our students, regardless of reading level.

Woodbridge has been able to sustain that high level of student service through using various grants to fund the additional help in the classroom. We have providing highly trained interventionists and paraprofessionals, who work directly with small groups of children. In our Intervention Lab, trained professionals see many students throughout the day. Paraprofessionals are also with every Kindergarten and First grade student during their small group time. During this time, they deliver any number of research-based, needs-appropriate interventions to the students.

The district has also provided funds for two reading first coaches who meet with the teachers regularly to provide assistance and direction. The coaches are responsible to provide targeted professional development to the teachers, as well as assistance with data analysis and program implementation. They have been instrumental in helping the teachers make significant modifications to the program, such as supplementing the core with more non-fiction texts.

It should be noted that fourth grade, while not under the "Reading First" umbrella, operated in the same manner as the other grade levels.

3. **Additional Curriculum Area:**

The "base" of our Mathematics curriculum is *Math Expressions* by Houghton Mifflin. *Math Expressions* is a program designed for struggling math students by Dr. Karen Fuson, a renowned professor emeritus of education and psychology at Northwestern University. *Math Expressions* is best described exactly how Houghton Mifflin does so. It is a program "Combining the most powerful elements of reform mathematics with the best of traditional approaches, *Math Expressions* uses objects, drawings, conceptual language, and real-world situations to help students build mathematical ideas that make sense to them." The switch to Math Expressions was made several years ago after data continually pointed to a need for more basic skills instruction. In our opinion, Math Expressions truly is an excellent blend of traditional and "new" approaches to mathematics.

While the core of the mathematics instruction is the Houghton Mifflin series, it has been further modified by teachers to mirror the state standards, as well as the mathematics portion of the DSTP. Teachers worked as grade level teams with the assistance of a specialist to modify the sequence of skill instruction, most notably moving multiplication and division skills earlier in the year. They also supplemented the program with even more problem-based assessment questions, and provided students with the mathematical experiences necessary to meet their needs. This process still continues, as the teachers continually use the needs reports to modify instruction.

Furthermore, the school has implemented a math intervention program for the students if they don't meet the standards necessary for them to be successful. Students are then given additional, targeted instruction in their area(s) of deficiency. These skill areas are targeted through the benchmark tests given to them by the teachers, and the students, after being referred to the program, are given even more mathematics time throughout their day. The time per week will vary with each individual student's need.

4. **Instructional Methods:**

Woodbridge Elementary School is proud of the manner in which it differentiates instruction for its students. First, the information from the DIBELS testing allows them to place the students into proper groups. Through the Reading First program, the teachers of Woodbridge Elementary have had significant training in effective differentiation. They accomplish this in Reading during the 60 minute small-group block of instruction time. They use this time to create both direct instruction for students, as well as independent activities targeted to individual needs. Over the years, teachers have refined this practice by planning as a grade-level team for students who are either at-risk or advanced. This group approach has enabled them to craft activities that are very effective for most of the students. It should be noted that highly-trained paraprofessionals are utilized in first and second grade to administer some of the small group activities. This enables more instructor/student contact time to foster achievement.

Students who still do not meet expectations in Reading are given even more intensive instruction through our intervention program. Thirty minutes of targeted, explicit instruction is given to students who are not successful with just the 90 minute whole group/small group reading block. The interventions are even differentiated and administered by well-trained personnel to maximize student gains.

Our mathematics program is also differentiated, as a strength of our Math *Expressions* series is that it contains additional materials for struggling and advanced learners. Teachers adeptly use the materials to assist students with Math achievement, often in the course of whole group instruction if the class is struggling with a particular skill or concept. Students who are identified as struggling mathematics learners are also given additional mathematics time with an interventionist. The district has employed both full and part time interventionists to deliver additional mathematics instruction for students. The interventionists supplement the student instruction by using the materials from *Expressions* to supplement their instruction.

5. **Professional Development:**

The school's professional development program over the past five years has been focused on the deficient areas shown by the administration of Delaware's high-stakes test, the DSTP. The training in Reading has been in accordance with the Reading First program. Each year, the state delivers high-quality professional development to the two coaches serving Woodbridge Elementary School. This training is given by national, expert consultants. In turn, the coaches deliver the instruction to the teachers. Depending on the targeted areas of need as identified by DIBELS and the DSTP, the training of the teachers is given in many forms. Among them are during traditional professional development days, monthly after school faculty meetings, direct modeling/assistance by one of the Reading First Coaches, or after school, coach-led team planning sessions. It should be noted that the administration believes that a large part of the school's success can be attributed to the common time given to the teachers to collectively develop high-quality small group activities.

Math Expressions training is given to each teacher by the highly qualified Mathematics specialist employed by the district. This training has been traditionally given in two different ways, small mini-sessions with the grade level teams to foster further understanding of how to properly administer instruction, and individual modeling and assistance sessions by the specialist for new and struggling teachers. It should also be noted that a large part of the professional development time given to the teachers is for group planning as well. The district's philosophy is that a strong program can only be built from the teachers' collective knowledge of content knowledge and pedagogy. To that end, we provide ample time for them to work together to modify the core curriculum to meet our needs as they relate to the standards.

It should also be noted that our state's Science program has one of the premier professional development models in the country. Each teacher is given instruction on how to deliver the science kits *as* they are teaching them to the students. While it is costly in terms of time during the first year, the result is that teachers are all highly trained in the specific kits they are teaching. The results speak for themselves.

6. **School Leadership:**

The school has one principal and two assistant principals who are responsible for overseeing all instructional programs. This includes, most importantly, the task of evaluating all teachers through the DPAS II (Delaware Performance Appraisal System) protocol. The DPAS consists of announced and unannounced formative observations of teachers throughout the observation cycle (the length of which depends on the teachers tenure status or level of proficiency), which result in a summative evaluation at the end of the year. The district administration requests that the evaluations be standardized with regards to content that is commented on throughout the evaluation document. This ensures that the leadership in the building focuses on the school and district instructional initiatives. Each evaluation is read by district office personnel to ensure standardization and quality.

While the formal evaluations are an important part of the process, perhaps more important are the frequent walkthroughs completed by the administration. To ensure that programs are following expectations, these walkthroughs are often completed in conjunction with the coaches and specialists. This fosters immediate and effective reinforcement and feedback, while ensuring that all involved instructional personnel are working together to foster positive change for student achievement.

Furthermore, the administrators are required to attend any and all instructional training that their teachers receive. This is especially true of any Reading training given through Reading First. This works towards the goal of the administrators being able to more effectively assist teachers in their implementation of various instructional initiatives through the DPAS process and during informal walkthroughs.

Data is reviewed at the beginning of each school year as a whole group and at individual grade levels. Each teacher is required to keep a data book with up to date student information in it. Each teacher has a meeting with the administrator who is observing him or her every quarter to look at the data and make decisons based off of it. At the the end of the year, as part of the teacher check out process, each teacher has to have a data meeting with their evaluator and look at their data to evaluate how their year was and what they can do to improve next year's performance. In addition as part of the School Success Plan data is reviewed as whole at faculty meetings when appropriate as well as at the end of the year as whole to evaluate the performance of the school.

All of our programs are in constant review to make sure each program is meeting the needs of our students. The administration meet with the district reading, math and science specialists, the reading coaches and the Director curriculum to discuss on going progress of programs in place and how the programs are being instituited. The School Success Team and Building Leadership Team bring program issues to monthly meetings to be discussed with administartion to let the administartion know how things are going. In addition these two entities give the administration the chance to speak to teacher leaders about the the expectations

they have for teachers and programs in place as the programs are tweaked and adjusted through out the school year.

Finally, it should be noted that the principal is given job targets to meet at the beginning of each year by the district administration. Of the job targets given, at least half are instructional in nature, and include adherence to all DPAS II guidelines and protocols. It also includes, but is not limited to, building and maintaining a strong instructional climate, and continuing to learn more about research-based instructional practices in an effort to foster growth towards being a more effective instructional leader.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Pearson/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	93	92	92	86	0
% Advanced	56	53	43	36	0
Number of students tested	173	154	134	161	0
Percent of total students tested	99	98	98	97	0
Number of students alternatively assessed	2	3	1	2	0
Percent of students alternatively assessed	1	2	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	88	94	83	
% Advanced	49	54	38	28	
Number of students tested	115	91	85	98	
2. African American Students					
% Proficient plus % Advanced	88	80	88	78	
% Advanced	42	38	33	18	
Number of students tested	60	50	40	67	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	92	95	100	91	
% Advanced	48	59	40	36	
Number of students tested	25	22	15	11	
4. Special Education Students					
% Proficient plus % Advanced	68			53	
% Advanced	21			26	
Number of students tested	19			19	
5. Limited English Proficient Students					
% Proficient plus % Advanced	90	95	100		
% Advanced	35	59	38		
Number of students tested	20	22	13		
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No other sub group with more than 10 students. No data is available for the 2004-05 school year for the second grade.

Subject: Reading Grade: 2 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Pearson/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	83	82	76	73	0
% Advanced	31	35	31	30	0
Number of students tested	160	147	131	152	0
Percent of total students tested	99	98	98	97	0
Number of students alternatively assessed	2	3	1	2	0
Percent of students alternatively assessed	1	2	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78	80	72	68	
% Advanced	22	29	23	22	
Number of students tested	105	85	82	91	
2. African American Students					
% Proficient plus % Advanced	73	72	68	58	
% Advanced	23	17	11	16	
Number of students tested	52	46	38	64	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	79	90	80	72	
% Advanced	33	35	27	0	
Number of students tested	24	20	15	11	
4. Special Education Students					
% Proficient plus % Advanced				50	
% Advanced				10	
Number of students tested				10	
5. Limited English Proficient Students					
% Proficient plus % Advanced	79	90	69		
% Advanced	21	35	23		
Number of students tested	19	20	13		
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No other sub group with more than 10 students. No data is available for the 2004-05 school year for the second grade.

Subject: Mathematics Grade: 3 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Pearson/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	88	86	66	78	65
% Advanced	46	40	17	25	15
Number of students tested	164	148	162	158	147
Percent of total students tested	97	99	97	97	97
Number of students alternatively assessed	3	4	3	2	3
Percent of students alternatively assessed	2	3	2	1	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	81	55	74	64
% Advanced	41	26	6	16	9
Number of students tested	103	85	85	106	102
2. African American Students					
% Proficient plus % Advanced	79	76	47	67	57
% Advanced	26	20	4	9	8
Number of students tested	57	51	64	61	53
3. Hispanic or Latino Students					
% Proficient plus % Advanced	90	92	73	80	67
% Advanced	62	50	9	20	17
Number of students tested	21	12	11	15	24
4. Special Education Students					
% Proficient plus % Advanced	79	63	13	54	29
% Advanced	26	31	0	0	0
Number of students tested	19	16	16	13	17
5. Limited English Proficient Students					
% Proficient plus % Advanced	91	92		73	56
% Advanced	63	58		18	11
Number of students tested	22	12		11	18
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No other sub group with more than 10 students.

Subject: Reading Grade: 3 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Pearson/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	88	80	70	82	73
% Advanced	52	35	21	22	13
Number of students tested	151	134	157	153	132
Percent of total students tested	97	99	97	97	97
Number of students alternatively assessed	3	4	3	2	3
Percent of students alternatively assessed	2	3	2	1	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	29	37	77	70
% Advanced	45	18	8	17	6
Number of students tested	96	73	83	102	90
2. African American Students					
% Proficient plus % Advanced	76	66	53	77	63
% Advanced	40	11	8	11	4
Number of students tested	50	44	62	60	49
3. Hispanic or Latino Students					
% Proficient plus % Advanced	95	75	82	87	68
% Advanced	50	33	9	20	5
Number of students tested	20	12	11	15	22
4. Special Education Students					
% Proficient plus % Advanced			39		
% Advanced			0		
Number of students tested			11		
5. Limited English Proficient Students					
% Proficient plus % Advanced	95	50		82	56
% Advanced	52	36		0	6
Number of students tested	21	11		11	16
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No other sub group with more than 10 students.

Subject: Mathematics Grade: 4 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Pearson/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	84	71	72	66	0
% Advanced	47	26	27	11	0
Number of students tested	142	155	152	177	0
Percent of total students tested	98	99	97	98	0
Number of students alternatively assessed	3	2	1	2	0
Percent of students alternatively assessed	2	1	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	63	67	64	
% Advanced	38	18	14	5	
Number of students tested	73	82	85	116	
2. African American Students					
% Proficient plus % Advanced	70	57	65	55	
% Advanced	26	7	13	3	
Number of students tested	43	56	54	58	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	90	73	59	65	
% Advanced	50	27	24	6	
Number of students tested	10	11	17	31	
4. Special Education Students					
% Proficient plus % Advanced	71	29	18	36	
% Advanced	35	0	0	4	
Number of students tested	17	17	11	25	
5. Limited English Proficient Students					
% Proficient plus % Advanced	100		75	18	
% Advanced	60		25	0	
Number of students tested	10		12	11	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No other subgroup with 10 or more students. No data is available for the 2004-05 school year for the fourth grade.

Subject: Reading Grade: 4 Test: DSTP

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Pearson/Harcourt

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	89	81	74	77	0
% Advanced	40	29	27	17	0
Number of students tested	127	139	145	160	0
Percent of total students tested	98	99	97	98	0
Number of students alternatively assessed	3	2	1	2	0
Percent of students alternatively assessed	2	1	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	84	76	68	75	
% Advanced	27	16	11	7	
Number of students tested	63	74	80	103	
2. African American Students					
% Proficient plus % Advanced	76	67	31	73	
% Advanced	19	8	18	2	
Number of students tested	37	52	52	55	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	90	80	73	70	
% Advanced	50	20	14	11	
Number of students tested	10	10	15	27	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced			75		
% Advanced			17		
Number of students tested			12		
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No other sub group with more than 10 students. No data is available for the 2004-05 school year for the fourth grade.